

# GENDER EQUALITY PLAN



Promoting gender balance and inclusion  
in research, innovation and training



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# GENDER EQUALITY PLAN

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# Introduction

The Gender Equality Plan (GEP) is a fundamental action of the PLOTINA Project “Promoting Gender Balance and Inclusion in Research, Innovation and Training” granted under the Horizon 2020 financial program of the European Commission (Grant Agreement No. 666008) and coordinated by the University of Bologna.

The Consortium is composed of 10 partners that represent the diversity of European RPOs (Research Performing Organizations) as well as the diversity of European social and cultural environments. The PLOTINA Project partners are the University of Bologna (Italy), University of Warwick (UK), Mondragon University (Spain), Lisbon School of Economics and Management (Portugal), National Institute of Chemistry (Slovenia), Özyeğin University (Turkey), Zentrum für Soziale Innovation GMBH (Austria), Elhuyar Komunikazioa (Spain), Centro Studi Progetto Donna e Diversity MGMT (Italy) and Elhuyar Aholkularitza (Spain).

PLOTINA aims to promote the career development of both female and male researchers to prevent the waste of talents particularly of women, who more often abandon their careers due to work-life balance problems; to improve decision-making by addressing gender imbalances to create new opportunities for excellence; to incorporate the sex/gender variable in research, especially where it is traditionally not applied; to ensure the diversification of views, subject-matters and

methodologies in research and teaching; and to stimulate a gender-aware cultural change.

Özyeğin University has supported the formulation of the GEP in the context of its commitment to the Agenda 2030 issued by the United Nations to contribute to the achievement of Sustainable Development. To this effect and in tandem with its GEP, Özyeğin University has formed with TÜSİAD (Turkish Business and Industry Association) a Sustainable Development Forum. ([www.ozyegin.edu.tr/en/announcements/526](http://www.ozyegin.edu.tr/en/announcements/526))



The GEP includes actions to reach the previous objectives and responds to the guidelines of the European Institute for Gender Equality (EIGE) as it aims to “identify and implement innovative strategies to promote cultural change and equal opportunities in Universities and Research Centers.” (<http://eige.europa.eu>)

The overall structure of the GEP has been elaborated with all Research Performing Organizations within the PLOTINA project and is divided into five key areas:

- governance bodies, key actors and decision-makers;
- recruitment, career progression and retention;
- work and personal life integration;
- researchers and research: gender equality and sex/gender perspective;
- integration of sex and gender dimension in teaching curricula.

The GEP has been approved by the Rector’s Office and further presented to the Board of Trustees and the University Senate. Özyeğin University’s GEP contains measures developed on the basis of the needs and the context analysis of the university. This analysis was carried out thanks to the valuable contribution of the Rector, Vice-Rector, professors, researchers and administrative staff during the Gender Audit phase of the PLOTINA project, which lasted from February to December 2016. The measures are addressed to specific beneficiaries and the main targets of the GERI 4 call, namely “female researchers.”

The individual measures that have been foreseen for the years 2017-2020 will be coached by specific partners (Elhuyar and Progetto Donna) and will be verified through the use of indicators and peer-reviews. Through a collaborative coordination, Centro Studi Progetto Donna and Elhuyar have developed the main Audit checklists and Gender Equality Plans’ (GEPs) conceptual and organizational frameworks for PLOTINA RPOs - providing them, at the same time, with self-tailored tools.

The indicators were developed by the Zentrum für Soziale Innovation (ZSI) through careful and rigorous collaborative work involving the PLOTINA partners. All PLOTINA partners were involved in the Audit phase and in the GEP preparation, testing and finalization.

## ACKNOWLEDGEMENT and DISCLAIMER

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KEY AREAS	OBJECTIVES	MEASURES	DIRECT TARGET	INDIRECT TARGET	TIMELINE				WHO IS IN CHARGE OF THIS?	INDICATORS	CONNECTION WITH SDGS AGENDA 2030
					2017	2018	2019	2020			
<b>The governance bodies, key actors and decision-makers</b>	1.1 Promoting the creation of structures to support gender equality	Creation of a Gender Equality Unit/Office - provided with annual financial and human resources - acting also, as an in-house expert focal point and an advisory source to Departments	Departments; academic and administrative staff	Larger OzU community; national and international universities and research institutions	x	x	x	x	Rector; PLOTINA Team; HR Office; representatives from faculties, schools and administrative divisions; gender expert	1.4. Gender equality policy and structures in the institution	<b>5 GENDER EQUALITY</b>   <b>10 REDUCED INEQUALITIES</b> 
	1.1 Promoting the creation of structures to support gender equality	Creation of a figure/role of gender and diversity coordinator that refers to top decision bodies	Departments; academic and administrative staff; university administration	Larger OzU community; national and international universities and research institutions	x	x	x	x	Rector; HR Office; Gender Equality Committee; PLOTINA Team	1.4. Gender equality policy and structures in the institution	

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The governance bodies, key actors and decision-makers	1.1.Promoting the creation of structures to support gender equality	Sexual harassment prevention and support structures, at disposal and well communicated to all stakeholders	Departments; academic and administrative staff; university administration; students	Larger OzU community; future academics, administrative staff and students		x	x		Gender Equality Committee; Commission composed of representatives from faculties and relevant administrative units; gender expert	1.4. Gender equality policy and structures in the institution	 
	1.1.Promoting the creation of structures to support gender equality	Routine revision of any text, communication, images, from a gender equality and diversity standing point, use of language included, for inside and outside destination	Departments; academic and administrative staff; university administration; students	External stakeholders and partners; public following OzU and its agenda		x	x	x	Corporate Communications Office; Gender Equality Committee; gender expert	1.3. Gender sensitive language and images in institutional documents	

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<b>The governance bodies, key actors and decision-makers</b>	1.2. Promoting gender equality in the institutional culture, processes and practice	Inclusion of the Gender Equality Report and Plan - with quantitative and qualitative data - in the Programming cycle of top Decision-making bodies/ Governance	Top administrative bodies; planning and reporting unit	Departments; staff and students; internal and external stakeholders		x	x	x	Rectorate, HR Office, Gender Equality Committee	6.4.3. Provision of an annual RPO gender report	<b>5 GENDER EQUALITY</b> 
	1.2.Promoting gender equality in the institutional culture, processes and practice	Plan of a regular GEP follow-up meeting with senior management, leaders, human resources staff, to create ownership of the GEP, to strengthen the potential of the plan and maximize its impact	Governance members and decision-makers; academic and administrative staff	Students; external stakeholders		x	x	x	Gender Equality Committe; gender expert	6.1.3. Meetings for GEPs implementation	<b>10 REDUCED INEQUALITIES</b> 

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The governance bodies, key actors and decision-makers	1.2. Promoting gender equality in the institutional culture, processes and practice	Communication of the institutional gender balance policy adopted in order to reach gender balance in all Governing, top decision-making Bodies and Managing roles	Departments; academic and administrative staff; students	Larger university community; general public and external stakeholders	x	x	x		Gender Equality Committee; Corporate Communications Office; gender expert; PLOTINA Team	6.1.6. Perception of gender equality in RPOs policies, by gender	 
	1.2.Promoting gender equality in the institutional culture, processes and practice	Gathering of gender disaggregated data routinely, quantitative and qualitative. Analyse these data in a dedicated Report so as to monitor gender and diversity state of art in the organization	HR Office; Technology Transfer Office (TTO); Student Services; Libraries; Gender Equality Committee	Departments; researchers; staff; students		x	x	x	HR Office; TTO; Student Services; Libraries; Gender Equality Committee; gender expert	6.4.3. Provision of an annual RPO gender report	

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The governance bodies, key actors and decision-makers	1.2. Promoting gender equality in the institutional culture, processes and practice	Integration of the Gender Equality policies and processes in the Quality System Management	Accreditation and Quality Assurance Office; Planning and Analysis Office; Gender Equality Committee; participants in the GEP follow-up meetings	Departments; staff; students; OzU's national and international partners, stakeholders			x	x	Accreditation and Quality Assurance Office; Planning and Analysis Office; Gender Equality Committee; gender expert	1.4. Gender equality policy and structures in the institution	 
	1.3. Promoting gender equality in the individual culture, processes and practice	Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researcher	Departments; academic staff; researchers	Students at all levels; larger university community and stakeholders		x	x	x	Gender Equality Committee; gender expert; PLOTINA Team; representatives from all faculties	6.1.5. Awareness training on gender sensitive issues	

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<b>The governance bodies, key actors and decision-makers</b>	1.3. Promoting gender equality in the individual culture, processes and practice	Provision of online and/or hard copies of gender equality and diversity policies for internal and external staff	Departments; academic and administrative staff; students	Larger university community; external stakeholders		x	x	x	Corporate Communications Office; Gender Equality Committee; gender expert	1.4. Gender equality policy and structures in the institution	<b>5 GENDER EQUALITY</b> 
	1.3. Promoting gender equality in the individual culture, processes and practice	Encouragement to top level managers and key actors to attend gender equality seminars and training	Key actors; decision-makers; top level managers and directors	Departments; academic and administrative staff; students; larger university community and stakeholders		x	x		Gender Equality Committee; gender expert; Corporate Communications Office	6.1.5. Awareness training on gender sensitive issues	<b>10 REDUCED INEQUALITIES</b> 

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Recruitment, career progression and retention	2.1. Promoting processes to favour and support gendersensitive recruitment, career and appointments	Carrying out empowering activities for early career researchers and offering them training to increase their leadership skills	Early career researchers; Ph.D. students	Master's students; researchers in the larger university community		x	x	x	TTO; Gender Equality Committee; gender expert	6.2.10. Empowerment trainings for career progression	<b>5 GENDER EQUALITY</b>  <b>8 DECENT WORK AND ECONOMIC GROWTH</b> 
	2.1. Promoting processes to favour and support gendersensitive recruitment, career and appointments	Encouragement of women in STEMM to apply for funding, supply of training send advice in writing funding applications	Female academics and researchers in STEMM departments	Female Ph.D. and master's students in STEMM departments; female STEMM researchers in the larger university community		x	x	x	TTO; Higher Education Board Coordination Office; Gender Equality Committee; gender expert	6.2.13. Training for researchers on research funding skills	

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Recruitment, career progression and retention	2.1. Promoting processes to favour and support gendersensitive recruitment, career and appointments	Share career good practices - role models for women	Female academics and researchers in all scientific areas	Female Ph.D., master's and undergraduate students; prospective students planning to study at OzU		x	x	x	Gender Equality Committee; gender expert; liaisons from faculties suggesting topics and role models	6.2.8 Initiatives for raising awareness on female role models	<p><b>5</b> GENDER EQUALITY</p> 
	2.1. Promoting processes to favour and support gendersensitive recruitment, career and appointments	Creation of a questionnaire to be filled-in by any member of staff when leaving the institution in order to help the understanding of reasons for leaving the organization and analysis of the results	Academic and administrative staff	Larger OzU community, families		x	x	x	HR Office; Gender Equality Committee; gender expert	6.2.15. Perception of gender equality in career advancement, by gender	<p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> 

# KA3

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					2017	2018	2019	2020			
Work and personal life integration	3.1. Promoting integration of work with family and personal life	Information desk availability for work-personal life integration issues	Academic and administrative staff	Larger OzU community, families	2017	2018	2019	2020	LEAP; HR Office; Gender Equality Committee; gender expert	6.3.1. Policies on work and personal life integration	<b>5 GENDER EQUALITY</b>   <b>8 DECENT WORK AND ECONOMIC GROWTH</b> 
					x	x	x				

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Work and personal life integration	3.1. Promoting integration of work with family and personal life	Analysis of work-life balance measures in the institution with the aim to address if they are adequate and in which ways they could be improved	Departments; offices; academic and administrative staff	Decision-makers and governing bodies; larger university community; families		x	x	x	HR Office; Gender Equality Committee; gender expert	3.3. Provision of services for work and personal life integration	<b>5 GENDER EQUALITY</b>   <b>8 DECENT WORK AND ECONOMIC GROWTH</b> 
	3.1. Promoting integration of work with family and personal life	Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc.	Departments; offices; academic and administrative staff	Decision-makers and governing bodies; larger university community; families	x	x	x	LEAP; HR Office; Gender Equality Committee; gender expert	3.2. Provision of advanced child care services		

# KA3

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Work and personal life integration	3.1. Promoting integration of work with family and personal life	Availability of flexible working times arrangements, from part-time to remote working	Departments; offices; academic and administrative staff	Decision-makers and governing bodies		x	x	x	HR Office; Gender Equality Committee; gender expert	6.3.1. Policies on work and personal life integration	<b>5 GENDER EQUALITY</b> 
	3.1. Promoting integration of work with family and personal life	Monitoring and inquires to understand the reasons for long working-hours habit	Departments; offices; academic and administrative staff	Decision-makers and governing bodies; larger university community		x	x	x	HR Office; Gender Equality Committee; gender expert	6.3.3. Perception of work life balance, by gender	<b>8 DECENT WORK AND ECONOMIC GROWTH</b> 

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<b>KAA4</b> <b>Researchers and research: gender equality and sex and gender perspective</b>	4.1. Promoting a gender and sex perspective in Research processes	Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications	TTO; Research Centers; Libraries	Departments; academic staff and researchers		x	x	x	Gender Equality Committee; TTO; Research Centers; Libraries; gender expert	6.4.3 Provision of an annual RPO gender report	<b>5 GENDER EQUALITY</b>   <b>10 REDUCED INEQUALITIES</b> 
	4.1. Promoting a gender and sex perspective in Research processes	Research data disaggregated by gender	TTO; Research Centers; Libraries	Departments; academic staff and researchers		x	x	x	Gender Equality Committee; TTO; Research Centers; Libraries; gender expert	6.4.5. Sex and/or gender analysis as requirements in RPO's internal calls	

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<b>KAA4</b> <b>Researchers and research: gender equality and sex and gender perspective</b>	4.1. Promoting a gender and sex perspective in Research processes	Request of declaration of No-pertinence of gender issues in Research	Departments; academics and researchers	Research application evaluation committees; Ph.D. and master's students		x	x	x	Gender Equality Committee; TTO; Research Centers; Libraries; gender expert	6.4.5. Sex and/or gender analysis as requirements in RPO's internal calls	<b>5 GENDER EQUALITY</b>   <b>10 REDUCED INEQUALITIES</b> 
	4.1. Promoting a gender and sex perspective in Research processes	Promotion of incentives to ensure the integration of a gender dimension in Research	Departments; academics and researchers	Ph.D. and master's students		x	x	x	Gender Equality Committe; TTO; Research Centers; university administration	4.1. Number of University's scientific papers including sex/ gender variable and dimensions	

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<b>KAA4</b> <b>Researchers and research: gender equality and sex and gender perspective</b>	4.1. Promoting a gender and sex perspective in Research processes	Networking of multidisciplinary research groups interested in gender and diversity	Departments; academics and researchers	Ph.D., master's and undergraduate students		x	x	x	Gender Equality Committee; TTO; Research Centers; IT Office; gender expert	6.4.2. Networks on gender issues research	<b>5 GENDER EQUALITY</b>   <b>10 REDUCED INEQUALITIES</b> 
	4.1. Promoting a gender and sex perspective in Research processes	Sex and gender variables requested in Research planning, activity and results, assessed and evaluated	Departments; academics and researchers	Research application evaluation committees; Ph.D. and master's students		x	x	x	Gender Equality Committee; TTO; Research Centers; Libraries; gender expert	4.1. Number of University's scientific papers including sex/ gender variable and dimensions	

# KA5

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					2017	2018	2019	2020			
Integration of sex and gender dimension in teaching curricula	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	Availability of Guides and Workshops on integration of equality and diversity in curriculum design, learning activities and/or program of study, as a teaching and learning support for staff	Departments; instructors; academics and researchers	Ph.D., master's and undergraduate students		x	x	x	PLOTINA Team; Gender Equality Committee; Curriculum Committee; gender expert	6.5.3 Training seminars or guidelines on integrating sex/gender in teaching curricula	<p><b>5</b> GENDER EQUALITY</p>  <p><b>4</b> QUALITY EDUCATION</p> 

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Integration of sex and gender dimension in teaching curricula	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	Promotion of incentives to ensure the integration of a gender dimension in teaching curricula	Departments: instructors; academics and researchers	Ph.D., master's and undergraduate students		x	x	x	Gender Equality Committee; university administration; gender expert	6.5.2. Sex/gender variables in teaching modules, per field of research	<p><b>5</b> GENDER EQUALITY</p> 
	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	Specific courses available for students on gender equality in their study curricula	Departments: instructors; academics and researchers	Ph.D., master's and undergraduate students		x	x	x	Gender Equality Committee; university administration; gender expert	6.5.4. Students attending classes reflecting sex/gender variables, by gender	<p><b>4</b> QUALITY EDUCATION</p> 